

# May 2009

## The humanities exam study-advice

Time Allocation: 100 minutes  
Reading Time: 10 minutes  
Writing Time: 90 minutes



There will be three sections:

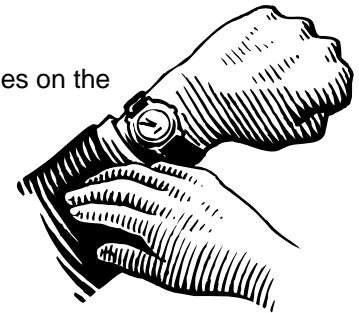
**Section 1:** Definitions- where you will be expected to define terms and give a good example for each.

**Section 2:** Short answer questions where you will be expected to use your own knowledge as well as analyse information provided to you on the exam paper itself. You should spend approximately 60 minutes on this section.

**Section 3:** Extended response. You will be required to select a statement and write a response to it. You should spend approximately 30 minutes on this section.

### Important:

1. Wear a watch, that way you are not reliant on the teacher writing the times on the white board.
2. Manage your time carefully; Leave yourself time to read over your answers.
3. You are attempting to show your knowledge of the topics so try to use key terms in your answers.



## POPULATION

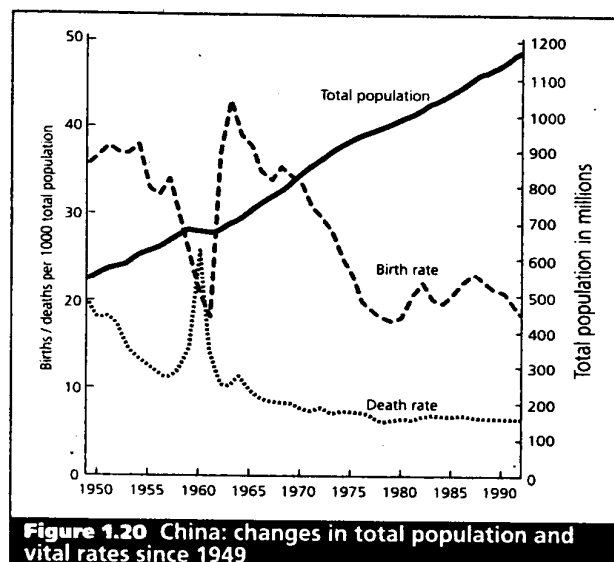
You must know what the following terms mean, be able to write a definition for them and be able to provide an example of each:

*Population density, distribution, birth rate, death rate, rate of natural increase, age/sex pyramid, population pyramid, economically active population, non-economically active population, ageing population, over population, infant mortality rate, developed country, developing country, life expectancy, demographic transition model*

- Read Wider World Chapter 1 in your booklet and make sure you understand ALL concepts.
- Read over all of your handouts and learn your class notes
- Look over Work Requirements / assignments
- Answer the practice questions below (these are from past exams)
- Practice writing extended responses and get your teacher to look over them before the exam

## PRACTICE QUESTIONS: POPULATION

Refer to Fig. 1 China



**Figure 1.20** China: changes in total population and vital rates since 1949

Calculate the rate of natural increase for China's population in:

- i) 1950 \_\_\_\_\_
- ii) 1960 \_\_\_\_\_
- iii) 1990 \_\_\_\_\_

(3 marks)

Explain how the government in China had to plan for the rapidly increasing population structure since the 1970's.

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(2 marks)

## China child policy 'disaster'

FROM JONATHAN MIRSKY  
IN HONG KONG

CHINA'S policy of one child per family is collapsing, with disastrous consequences, according to population experts.

Marcus Feldman, of Stanford University in California, says that because of traditional preference for boys and the pressures of the one-child policy, the abortion of female foetuses and the

killing of infant girls will lead to 110 men of marriageable age for every 100 women within 25 years.

Writing in the Science Professor journal, he states that sonic imaging and amniocentesis are being used by Chinese to determine the gender of foetuses and to abort them if they are female. The Peking Government has recently banned the use of ultrasound machines for gender determination, but an estimated 10,000 have been introduced into the country since 1979, and peasants pay heavily to ensure they will have sons. It has been estimated that 97.5 per cent of abortions are performed on female foetuses.

Professor Feldman says the increasing shortage of women, which is

already acute in many parts of China, will lead to more prostitution, much older marriages, and a decisive advantage for rich men who will be able to offer more money to prospective brides.

Chinese newspapers regularly report the abduction of women. Last December, 11 kidnappers were sentenced to be shot after they had taken 102 women, some of whom they raped before selling them in distant provinces to rich peasants. Two abducted women were recently imprisoned for attempting to murder their husbands. A newspaper recently published photographs of abandoned dead babies under the headline "Mothers, take back your daughters".

Figure 1.21 The Times, 11 February 1995

Discuss the short-term and possible long-term consequences of the One Child Policy.

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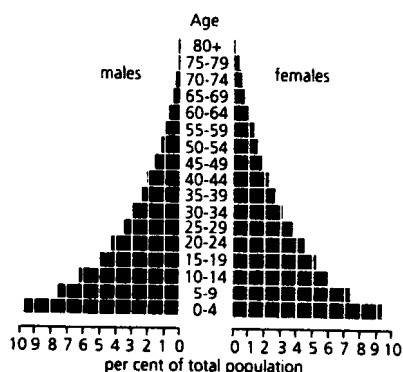
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(4 marks)

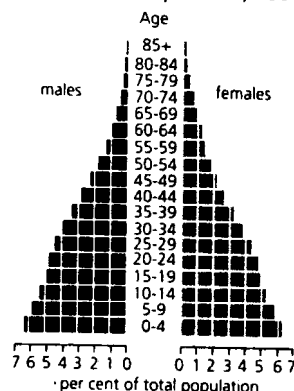
### Q3. Table 1 – Population Pyramids of four countries

Congo (D.R.): Population, 1994



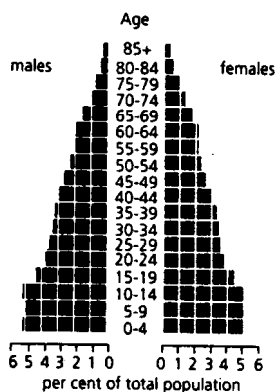
Total population: 31.0 million  
Crude birth rate per thousand: 48  
Crude death rate per thousand: 16

South Africa: Population, 1994



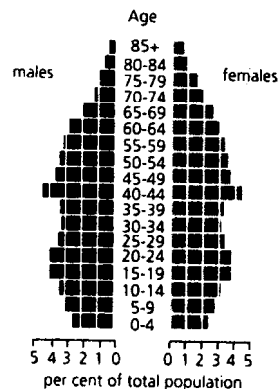
Total population: 31.0 million  
Crude birth rate per thousand: 31  
Crude death rate per thousand: 8

Argentina: Population, 1993



Total population: 33.7 million  
Crude birth rate per thousand: 21  
Crude death rate per thousand: 8

Japan: Population, 1992



Total population: 124.5 million  
Crude birth rate per thousand: 10  
Crude death rate per thousand: 7

Which country is the least economically developed? Why?

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(3 marks)

Which country displays an ageing population? Explain your answer

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## Term 2 – AUSTRALIANS AT WAR

### Key Questions:

1. What factors have influenced Australia's involvement in war?
2. What was Australia's relationship with Britain before WWI?
3. Why did Australia become involved in the war?
4. What were conditions like for the soldiers?
5. What was the Gallipoli campaign?
6. How were the values of Australian society influenced by our involvement in war?
7. In what ways did the role and status of women in society change, or influenced by war?
8. What different factors influenced the outbreak of the WWI?
9. Understand the role of patriotism, propaganda, and censorship in both wars.

You must know what the following terms mean, be able to write a definition for them and give an example (You could also write in sentence in which you use the word in its correct context)

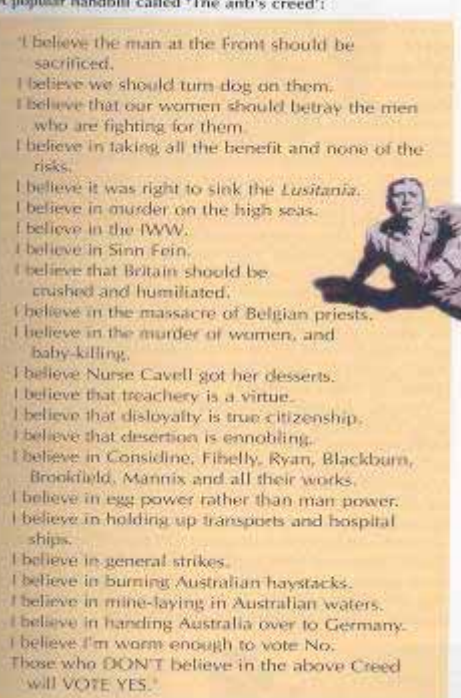
*Home front, enlist, propaganda, patriotism, socialist, communist, conscription, trench warfare, Gallipoli, ANZAC, peacekeeper, mother country, patriotism, heroism, alliances, censorship, war effort, militia, censorship, front line*

- Read over all of your articles and learn your class notes
- Look over Assessment Tasks
- Answer the practice questions below (these are from past exams)
- Practice writing extended responses for Australians At War and get you teacher to look over them before the exam

### PRACTICE QUESTIONS: Australians at war

1. Provide 2 reasons why Australia fought in World War I.
2. What were the names given to the two opposing sides in WWI?
3. *Describe* what the conditions were like for soldiers fighting in Gallipoli
4. *Explain* why was the Gallipoli campaign in 1915 such a defining moment in Australian history?
5. *Suggest* what is the difference between censorship and propaganda?
6. *Outline* the changed role of women in society during the war years
7. Refer to the Figures below. *Explain* why the issue of conscription caused conflict within Australian society during WWI.

**Source 1.31**  
A popular handbill called 'The anti's creed':



I believe the man at the Front should be sacrificed.  
I believe we should turn dog on them.  
I believe that our women should betray the men who are fighting for them.  
I believe in taking all the benefit and none of the risks.  
I believe it was right to sink the *Lusitania*.  
I believe in murder on the high seas.  
I believe in the IWW.  
I believe in Sinn Fein.  
I believe that Britain should be crushed and humiliated.  
I believe in the massacre of Belgian priests.  
I believe in the murder of women, and baby-killing.  
I believe Nurse Cavell got her desserts.  
I believe that treachery is a virtue.  
I believe that disloyalty is true citizenship.  
I believe that desertion is ennobling.  
I believe in Considine, Fibelly, Ryan, Blackburn, Broddfield, Mannix and all their works.  
I believe in egg power rather than man power.  
I believe in holding up transports and hospital ships.  
I believe in general strikes.  
I believe in burning Australian haystacks.  
I believe in mine-laying in Australian waters.  
I believe in handing Australia over to Germany.  
I believe I'm warm enough to vote No.  
Those who DON'T believe in the above Creed will VOTE YES.

**Source 1.32**  
The 1916 referendum

State	Yes	No	Informal
New South Wales	356 802	474 523	27 038
Victoria	353 930	328 216	14 538
Queensland	144 017	157 049	7 596
South Australia	87 908	119 119	4 009
Western Australia	94 049	40 875	5 680
Tasmania	48 490	37 830	1 037
Territories	2 136	1 269	63
Commonwealth	1 087 332	1 158 881	59 961
Yes	1 087 332		
No		1 158 881	
Majority for No		71 549	

*'I didn't raise my son to be a soldier,  
I brought him up to be my pride and joy.  
Who dares to put a musket to his shoulder  
To kill some other mother's darling boy?'*

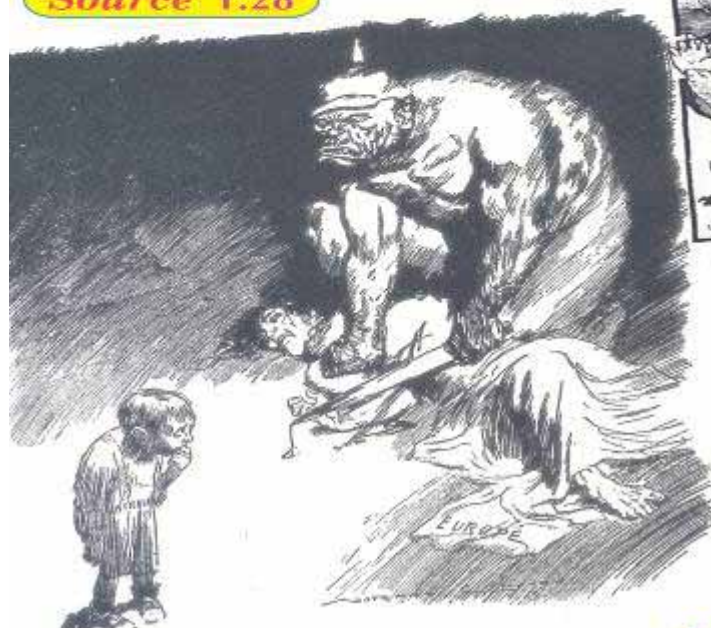


Compare representations of the conscription issue.

Analyse the impact of the conscription referenda on society.

The war that was meant to be over quickly showed no signs of ending by 1916. Many people were beginning to be tired of the war and many suffered because of worsening economic conditions. Thousands of soldiers had died at Gallipoli and on the Western Front. Enlistments were falling sharply by 1916. The Prime Minister of the day, Billy Hughes, looked to **conscription** as a way of boosting the numbers of reinforcements needed for the AIF.

Source 1.28



'Your turn next.'

18

JACARANDA SOSE 4

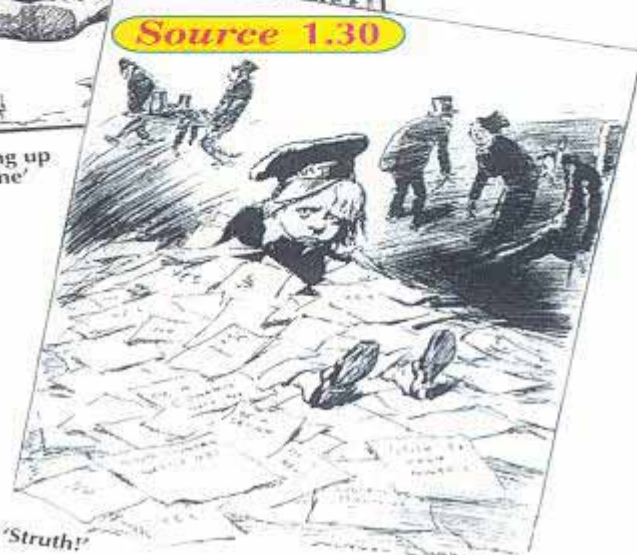
issue.

Source 1.29



'Propping up his throne'

Source 1.30



'Struth!'

1. In fig 1.28, who are represented by the characters?
2. Is source 1.29 in favour of or against conscription? Give reasons.

## PRACTICE extended response QUESTIONS

1. The defence of the Australian people was the main reason for Australia's involvement in WW1. Discuss.
2. We should stop celebrating ANZAC day. Discuss
3. To what extent did the issue of conscription divide Australia during WWI?

## Exam advice

1. Ensure you get a good night's sleep before each exam because a tired brain is an underperforming brain.
2. Use the 10 minutes reading time to get a good overview of the whole exam and then start with the easiest questions first.
3. Read the questions and directions carefully. Sounds simple... but many students make preventable mistakes by skimming over the questions too quickly.
4. Manage your time. Wear a watch. Keep track of how long you spend on each section. Reserve some time at the end to reread your answers and check that you have answered all questions.



Most of the questions contain "command terms". These are words which tell you HOW to answer a question. The specific command terms in the Humanities exam are:

- |            |                  |           |
|------------|------------------|-----------|
| • Identify | • Justify        | • Discuss |
| • Outline  | • Use evidence   | • Explain |
| • Examine  | • Give reasons   | • Define  |
| • Rank     | • To what extent |           |

### COMMAND TERM

Identify

### DEFINITION

Recognise and state briefly a distinguishing fact or feature.

Hint: could be dot points/phrases but more than just the name.

Define

Give a clear and precise meaning of a given word, term or concept. (using examples here often helps even if not specifically asked for)

Describe

Present the characteristics of a particular topic.

Give a detailed account (often emphasising the most important features); the length of description should reflect the mark allocation and space provided

Explain

Give reasons why a situation exists or process occurs.

Examine

Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Hint: Investigate and critically analyse. This means ...

Discuss

Offer a considered and balanced review of a particular topic. Opinions or conclusions should be presented clearly and supported by evidence and argument. Use arguments, debate, give reasons for and against, consider the implications

Hint: On the one hand.... but on the other hand...

Outline

Give the main features or general principles of a topic, omitting minor details and emphasising structure and connections (usually a major allocation of marks and important to keep a balanced answer and make it relevant to the background information)

Justify

Give reasons for your choice or decision; make sure you address any possible main objections or alternatives

To what extent

Evaluate the success or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.

## Good Luck!

